Oklahoma City UNIVERSITY

TEACHER EDUCATION PROGRAM

Portfolio Handbook

TABLE OF CONTENTS

Explanation of Terminology:

Teacher candidates are students in the teacher education program at Oklahoma City University.

The Teacher Education Council (TEC) is the coordinating body of the teacher education program at Oklahoma City University. Some TEC members are education department faculty members, some are faculty members from other departments that have certification areas, and some are public school representatives.

The Commission for Educational Quality and Accountability (CEQA) includes as its mission to develop, implement and facilitate competency-based teacher preparation, candidate assessment, and professional development systems.

The Oklahoma State Department of Education (OSDE) is responsible for teacher licensing and certification. In addition, it oversees PK-12 public schools in Oklahoma.

An artifact is an assignment, project, document or video from a course or an experience the teacher candidate has had. It must be original work of the teacher candidate. For example, a certificate from a workshop could be used if a *thorough* description of the workshop is included.

I. INTRODUCTION

Introduction to the Portfolio Process
The OCU Teacher Education Professional Portfolio allows the teacher candidate to document content knowledge, skills and dispositions necessary to become an effective teacher.

Overview of the Portfolio Process

Teacher Candidates:
- are introduced to portfolios in the Introduction to Teaching course.
- complete all portfolio requirements and turn in on the announced due date the semester before student teaching. If portfolio does not earn a rating of "Proficient," the candidate must follow a successful Plan of Improvement before beginning student teaching.

Teacher Education Council (TEC) Members:
- review portfolios each semester. One of the two reviewers will be from that candidate's content area.
- advise Director of Teacher Education of candidate portfolios that earn a "Developoing" rating.
- provide guidance for candidates who need to make revisions and re-evaluate portfolios when necessary.

Education Department Faculty Members:
- introduce portfolio process and specific requirements in Introduction to Teaching course.
- advise students of the alignment of course assessments to the competencies in syllabi and class discussions.

Director of Teacher Education:
- coordinates the portfolio review process.
- provides workshops for candidates and reviewers as needed.

Portfolio Philosophy
In the teacher education program at OCU, the portfolio is viewed as an opportunity for teacher candidates to display their competencies and achievements and their readiness to enter student teaching.

Value of the Portfolio to the Teacher Candidate
The OCU Teacher Education Professional Portfolio is valuable in the following ways:
- as documentation of teaching competencies required by the Office of Educational Quality and Accountability and as a vehicle to instill the habits of self-reflection and self-critiquing,
- as evidence of mastering teaching competencies,
- as the beginning of a professional portfolio, now frequently required by administrators for professional development, and
- as a showcase of teaching competencies and accomplishments for future employment.

OCU Teacher Education Program Conceptual Framework and Unit Statements

OCU Teacher Education Program Conceptual Framework: The *Personalized Professional Teacher Education* model shown below was created to illustrate the concept of the process that moves the individual through levels of learning and personal awareness of their roles as individual, teacher and leader.

Learning is viewed as an active, personal and cognitive process. This model illustrates the faculty commitment to responsive, individualized teaching. Candidates are actively involved in their own learning and continually assess and evaluate their own progress as they pursue their individual teaching goals. They acquire knowledge, skills, and experience while enhancing and refining the dispositions deemed appropriate for professional teachers as they develop their potential to become empowered individuals and educational leaders.

Vision Statement: Our vision is to prepare professional educators who have the knowledge, skills and dispositions to positively impact students in a diverse and changing world.

Mission Statement: The mission of the Department of Education at Oklahoma City University is to develop teachers who will be strong leaders with the ability to educate others successfully. The faculty is committed to offering a personalized professional degree that carries a reputation for academic excellence focusing on the knowledge, skills and dispositions to promote the success of each graduate and instill a desire for lifelong learning and service.

Philosophy: The Oklahoma City University Teacher Education Program is a personalized approach to successful teacher preparation. ***The faculty in the unit supports the belief that each candidate is an individual and should be mentored in the most effective way to enhance individual strengths.*** There is a collective belief that knowledge and instructional skills can be learned and successful teacher dispositions can be acknowledged, evaluated, and refined by the individual through reflective evaluation and practice. Through personal coaching, the application and integration of research-based theory empowers the candidate to focus on community service as a progressive leader.

Core Beliefs and Values: In support of the mission of Oklahoma City University and the Petree College of Arts and Sciences, the faculty of the Department of Education aspires to the highest standards of excellence in education and believes their commitment achieves the following:

- **Academic Excellence:** Candidates learn to be excellent educational models who reflect and self-evaluate, following the models of faculty and administrators in the Department of Education who are committed to scholarly research based on theory, application and integration of knowledge.

- **Appreciation of a Personal Approach:** Through personal mentoring and guidance by the faculty, candidates can learn skills and develop dispositions to be successful as individuals, teachers, and leaders.

- **Service to the Community and Service Learning:** The total educational development of individual candidates enables them to positively impact their community. Consequently, service learning opportunities are an integral part of the Teacher Education Program academic experience. Candidates are expected to serve in diverse educational settings in which they can integrate theory and practice to meet the varied needs of their students and community.

- **Cultural Knowledge and Appreciation:** Candidates acquire a strong knowledge and experiential base regarding diversity to enable them to interact successfully with students, administrators, parents and other community members. Candidates are provided extensive opportunities to gain exposure to the many kinds of diversity they will encounter in the schools and to develop the skills to make a positive impact on all involved.

- **Career Success:** Candidates are empowered to succeed in their career choice. Candidates are provided experiences for critical thinking, creative problem solving, aesthetic appreciation, and moral awareness, which foster career success and lifelong learning.

II. PORTOLIO CONTENTS

Your Teacher Education Portfolio reflects you as a teacher. Therefore, you should select evidence that you believe documents your competency of teaching knowledge, skills and dispositions as well as reflects who you are as a future educator. You may also include any documents you wish in addition to the ones required.

Note: The university's academic honesty policy is published in the undergraduate catalog. Candidates will be expected to abide by all university academic honesty expectations for their portfolios.

Portfolio Review – Turned in Semester Before Student Teaching

Item #	Description of Item
A.	Competency #1 Rationale and Artifact: Learner Development
B.	Competency #2 Rationale and Artifact: Learning Differences
C.	Competency #3 Rationale and Artifact: Learning Environments
D.	Competency #4 Rationale and Artifact: Content Knowledge
E.	Competency #5 Rationale and Artifact: Application of Content
F.	Competency #6 Rationale and Artifact: Assessment
G.	Competency #7 Rationale and Artifact: Planning for Instruction
H.	Competency #8 Rationale and Artifact: Instructional Strategies
I.	Competency #9 Rationale and Artifact: Professional Learning and Ethical Practice
J.	Competency #10 Rationale and Artifact: Leadership and Collaboration
K.	Competency #11: Service to the Community
L.	Optional: Peer evaluations, mentor/supervisor evaluations of your teaching, letters of recommendation, etc.
M.	Current résumé
N.	Official OGET score sheet
O.	Field experience documentation (Complete the form from page 13 of this handbook for each professional education course you have taken.)

III. OCU TEACHER EDUCATION PROGRAM COMPETENCIES

These Oklahoma General Competencies are based on the 2011 Interstate Teacher Assessment and Support Consortium (InTASC) Standards.

The InTASC standards have been grouped into four general categories. The following descriptions will be useful to candidates as they select artifacts and write rationales to demonstrate their knowledge, skills, and dispositions related to the eleven competencies.

The Learner and Learning
Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

       Competency #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

       Competency #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

       Competency #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content
Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

Competency #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Competency #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice
Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

Competency #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Competency #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Competency #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

      Competency #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

      Competency #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

      Competency #11: Service.* The teacher exhibits a commitment to serve the community.

*This competency reflects the service component of the OCU mission.

IV. TEMPLATES AND FORMS

TEMPLATE FOR ARTIFACT RATIONALES

Use the following template to support your choice of artifacts for each of the eleven competencies. Remember that an artifact must be your original work, so cannot be a handout from a class or workshop unless you also added a thorough written description of your involvement and learning in the activity.

Competency: Number and written competency

Artifact: Name or description of the artifact

Course/Experience: Name & course number if completed in a course or name of experience

Date: Semester and year the artifact was completed

Rationale: Three paragraphs with the following content:

Paragraph 1: Description and Reflection—First, tell the "story" of this artifact. Why did you begin this assignment, project, document or experience? What happened during it? Describe it fully so the reader will have a clear understanding of the experience surrounding this artifact.

Paragraph 2: Reflection—Second, look back on the experience and explain how it is connected to your future work with students.

Paragraph 3: Connection—Third, explain how this artifact (project, lesson, or experience) illustrates a connection to the competency listed above. Explain how it documents your understanding of the main concept/s of the competency.

> **NOTE: An artifact** is an assignment, project, document or video from a course or an experience the teacher candidate has had. It must be **original** work of the teacher candidate. For example, a certificate from a workshop could be used if a *thorough* description of the workshop is included.

(See an example of an Artifact Rationale on the next page.)

EXAMPLE of ARTIFACT RATIONALE

Competency #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Name of Assignment: Classroom Management Plan

Course: Classroom Management

Semester/Year Assignment was Created: Spring 2017

Rationale: Throughout my classroom management course, I learned about different theories for managing an elementary classroom. I was able to interview numerous teachers about their beliefs on managing their classrooms and I took the opportunity to observe their management techniques firsthand. The classroom management plan I developed is a culmination of the course. The plan allowed me to prepare for my future teaching and how I will design the environment, my instruction, and my relationships with students to positively impact student learning. Included in my plan are my philosophy of management, classroom behavior expectations, pre-school check-off list, possible classroom motto, plan for the physical arrangement of the class, possible class rules, consequences for rule infractions, motivational strategies, management procedures and routines, and ideas for instructional planning.

I will benefit greatly from developing this classroom management plan. I am able to recall information that I found useful from the different theories I studied while also implementing management ideas I found to be useful on my own. This plan allowed for me to combine information and ideas on classroom management from numerous theorists, teachers I have observed, and ideas from my own elementary classes from when I was younger. When writing this plan, I had set very high expectations for myself, my students, and my classroom. I am anxious to put these ideas and my plan to use in my future classroom, but I understand that I may make modifications based on the needs of my students.

This classroom management plan focused on creating a welcoming and comforting learning environment for my students. I want each student to feel that they can achieve anything and have no worries when they enter my classroom. I will work to make the environment one that is motivating for my students and leads them toward positive social interactions. I set up my classroom management plan to allow my students to have a voice in our classroom. This plan illustrates my understanding that active student engagement and self-motivation lead to greater learning.

RELEASE FORM FOR STUDENT WORK, PHOTOGRAPHS AND VIDEOS

As a teacher candidate at Oklahoma City University's Teacher Education Program, I work with students in Oklahoma schools. A part of the requirements for my program is that I demonstrate my competency as a teacher through developing a professional teaching portfolio.

In my portfolio, I may wish to include student work, photographs, and/or videos of my teaching activities. Although the student work and images involve both me as a future teacher and your child, the primary focus is on me as a teacher candidate.

No student name will appear with any materials that are submitted in my portfolio. All materials will be kept confidential. The form below will be used to document your permission for these activities.

Sincerely,

_____ (Teacher Candidate Name)

_____ (Teacher Candidate Signature)

———

Student Name _____

School/Teacher _____

I am the parent/legal guardian of the student named above. I have read your letter regarding the development of a portfolio and the use of photographs, videos, and materials of my child and agree to the following (please check the appropriate line):

_____**I DO** give permission to you to include my child's image on videotape or photos as he/she participates in classes conducted at the school and to reproduce materials that my child may produce as a part of classroom activities. No names will appear on any material submitted by the teacher candidate.

_____ **I DO NOT** give permission for you to include my child's image on videotape or photos as he/she participates in classes conducted at the school nor to reproduce materials that my child may produce as a part of classroom activities.

Signature of Parent/Legal Guardian _____

Date _____

FIELD EXPERIENCE DOCUMENTATION FORM

OCU Class/Hours	School/ District	School demographics such as number and ethnicity of students, % of free/reduced lunches	Class demographics such as number, gender and ethnicity of students
Intro. to Tchg. 15 hours Sem/Year:			
Human Dev. 15 hours Sem/Year:			
Psych. & Assess. 15 hours Sem/Year:			
Stdts. w/Except. 15 hours Sem/Year:			
St. Tchg. Placement #1 280 hours Sem/Year:			
St. Tchg. Placement #2 280 hours Sem/Year:			
Record Additional Field Experiences Below			
Course: **Hours:** **Sem/Year:**			
Course: **Hours:** **Sem/Year:**			
Course: **Hours:** **Sem/Year:**			
Course: **Hours:** **Sem/Year:**			

Use these websites to gather information: www.schoolreportcard.org or www.nces.ed.gov.

You will turn in your portfolio the semester before student teaching: You will be given a due date for it to be turned in. By 5:00 pm on this date, you will send an email to **okcuportfolio@gmail.com** with the link to your electronic portfolio.

To pass the portfolio review:

You must earn a rating of

Distinguished (score of 3) or Proficient (score of 2)

on each required item.

If an item does not pass, you will have an opportunity to improve it through the Plan of Improvement form on the last page of this handbook.

<u>**PORTFOLIO EVALUATION**</u>

To be completed by two Teacher Education Council members, one being within the candidate's certification area.

Candidate Name _____ **Semester of Review** _____

Candidate, by turning in your portfolio electronically, you are agreeing to the following statements.
- I attest that all items represented as my own work comply with OCU's Academic Honesty Statement.
- I have obtained necessary permission forms (see page 14) from students and/or parents when appropriate. I will produce them upon request.

Reviewers:
- Please provide a score of Not Observed (N/O) for any element of the rubric if this element is not evident in the artifact(s) and rationale. This is considered to be an "Unsatisfactory" rating.
- The "Distinguished" level is reserved for consistently outstanding performance.
- Please provide as much written feedback as possible so the teacher candidate will understand the score and can use the narrative to develop his/her teaching, retaining strong qualities and seeking to develop other qualities further.
- The OCU Teacher Education Program uses the portfolio evaluation form to assess its program and is a prerequisite for beginning student teaching.

<div align="center">

InTASC Standards
</div>

Background Information: The InTASC (interstate Teacher Assessment and Support Consortium) Model Core Teaching Standards provide a framework through which to view a student teacher's development. Along with the additional OCU competency, these eleven competencies form the structure of candidate portfolios.

Instructions: Using the Portfolio Evaluation Rubric, please evaluate the student teacher's level of performance for each indicator based on the descriptions we provide. Place your scores and comments on the Portfolio Evaluation Summary Sheet on this page and the next.

Portfolio Evaluation Summary Sheet

Rubric Element	Score 3, 2, 1, N/O	Comments
A. Competency 1: Learner Development		
B. Competency 2: Learning Differences		
C. Competency 3: Learning Environments		

D. Competency 4: Content Knowledge		
E. Competency 5: Application of Content		
F. Competency 6: Assessment		
G. Competency 7: Planning for Instruction		
H. Competency 8: Instructional Strategies		
I. Competency 9: Professional Learning and Ethical Practice		
J. Competency 10: Leadership and Collaboration		
K. Competency 11: Service to the Community		
L. <u>Optional Items</u>		
M. Current résumé	Meets Expectations Does Not Meet Expectations	
N. Official OGET score report	Meets Expectations Does Not Meet Expectations	
O. Field experience documentation	Meets Expectations Does Not Meet Expectations	
P. Free from distracting spelling, grammar, and usage errors	Meets Expectations Does Not Meet Expectations	

Portfolio Evaluation Rubric

1: Learner Development	**The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.**	
Distinguished (3)	**Proficient (2)**	**Developing (1)**
The artifact(s) and rationale together demonstrate mastery, in that the teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher candidate shows sophisticated and thorough understanding of design and implementation of developmentally appropriate and challenging learning experiences, including three or more relevant examples within the artifact(s) and rationale.	The artifact(s) and rationale together demonstrate proficiency of the teacher candidate to understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. Evidence is presented that the teacher candidate thoroughly understands how to design and implement developmentally appropriate and challenging learning experiences, including at least two relevant examples within the artifact(s) and rationale	The artifact(s) and rationale together demonstrate limited knowledge of the teacher candidate to understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. Limited evidence is shown that the teacher candidate has designed and implemented developmentally appropriate and challenging learning experiences, including at least one relevant example within the artifact(s) and rationale.
2: Learning Differences	**The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.**	
Distinguished (3)	**Proficient (2)**	**Developing (1)**
The artifact(s) and rationale together demonstrate a mastery of the teacher candidate's ability to use and respectfully value individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. The teacher candidates demonstrates sophisticated and through understanding of learning differences with three or more relevant examples within the artifact(s) and rationale.	The artifact(s) and rationale together demonstrate proficiency of the teacher candidate's ability to use and value individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. At least two relevant examples within the artifact(s) and rationale demonstrate that the teacher candidate thoroughly understands learning differences.	The artifact(s) and rationale together demonstrate limited knowledge and understanding of the teacher candidate to use individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. At least one relevant example within the artifact(s) and rationale show that the teacher candidate understands learning differences.
3: Learning Environments	**The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.**	
Distinguished (3)	**Proficient (2)**	**Developing (1)**
The artifact(s) and rationale together demonstrate mastery, in that the teacher candidate works with others to create environments that support individual and collaborative learning. Three or more relevant examples are shown that the teacher candidate in sophisticated and thorough in encouraging positive social interaction, active engagement in learning, and self-motivation**.**	The artifact(s) and rationale together demonstrate proficiency in working with others to create environments that support individual and collaborative learning. At least two relevant examples demonstrate that the teacher candidate thoroughly understands who to encourage positive social interaction, active engagement in learning, and self-motivation	The artifact(s) and rationale together demonstrate limited knowledge, in that the teacher candidate works with others to create environments. At least one relevant example demonstrates that the teacher candidates supports individual and collaborative learning and encourages positive social interaction, active engagement in learning, and self-motivation

4: Content Knowledge	The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	
Distinguished (3)	**Proficient (2)**	**Developing (1)**
The artifact(s) and rationale together demonstrate mastery of the teacher candidate's understanding of central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches. The teacher candidate shows sophisticated and thorough understanding of how to create learning experiences that make the discipline accessible and meaningful for learners so they can master the content, including at least three relevant examples within the artifact(s) and rationale.	The artifact(s) and rationale together demonstrate proficiency of the teacher candidate's understanding of central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches. The teacher candidate thoroughly shows the ability to create appropriate learning experiences that make the discipline accessible and meaningful for learners so they can master the content, including at least two relevant examples within the artifact(s) and rationale.	The artifact(s) and rationale together demonstrate a limited knowledge of the teacher candidate's understanding of central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches. The teacher candidates shows the ability to create learning experiences that make the discipline accessible and meaningful for learners so they can master the content, including at least one relevant example within the artifact(s) and rationale.
5: Application of Content	The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	
Distinguished (3)	**Proficient (2)**	**Developing (1)**
The artifact(s) and rationale together demonstrate a mastery of the teacher candidate's ability to understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. The teacher candidate shows a sophisticated and thorough understanding of the application of content, including three or more relevant examples within the artifact(s) and rationale.	The artifact(s) demonstrate a proficiency of the teacher candidate's ability to understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. The teacher candidate shows a thorough understanding of the application of content, including at least two relevant examples within the artifact(s) and rationale.	The artifact(s) demonstrate a limited knowledge of the teacher candidate's ability to understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. The teacher candidate shows an understanding of the application of content, including at least one relevant example within the artifact(s) and rationale.
6: Assessment	The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	
Distinguished (3)	**Proficient (2)**	**Developing (1)**
The artifact(s) demonstrate a mastery of the teacher candidate's ability to use and understand multiple methods of assessment to engage learners in their own growth, to monitor learner's progress, and to guide the teacher's and learner's decision making. The teacher candidate shows a sophisticated and thorough understanding of assessment, including three or more relevant examples within the artifact(s) and rationale.	The artifact(s) demonstrate a proficiency of the teacher candidate's ability to use and understand multiple methods of assessment to engage learners in their own growth, to monitor learner's progress, and to guide the teacher's and learner's decision making. The teacher candidates shows a thorough understanding of assessment, including at least two relevant examples within the artifact(s) and rationale.	The artifact(s) demonstrate limited knowledge of the teacher candidate's ability to use and understand multiple methods of assessment to engage learners in their own growth, to monitor learner's progress, and to guide the teacher's and learner's decision making. The teacher candidate shows an understanding of assessment, including at least one relevant example within the artifact(s) and rationale.

7: Planning for Instruction	The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	
Distinguished (3)	**Proficient (2)**	**Developing (1)**
The artifact(s) and rationale together demonstrate a mastery of the teacher candidate's ability to plan instruction that supports every student meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. The teacher candidate shows a sophisticated and thorough understanding of planning for instruction, including three or more relevant examples within the artifact(s) and rationale.	The artifact(s) and rationale together demonstrate a proficiency of the teacher candidate's ability to plan instruction that supports every teacher candidate meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. The teacher candidates shows a thorough understanding of planning for instruction, including at least two relevant examples within the artifact(s) and rationale.	The artifact(s) and rationale together demonstrate limited knowledge of the teacher candidate's ability to plan instruction that supports every teacher candidate meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. The teacher candidate shows an understanding of planning for instruction, including at least one relevant example within the artifact(s) and rationale.
8: Instructional Strategies	The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	
Distinguished (3)	**Proficient (2)**	**Developing (1)**
The artifact(s) and rationale together demonstrate a mastery of the teacher candidate's ability to use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. The teacher candidate shows a sophisticated and thorough understanding and use of instructional strategies, including three or more relevant examples within the artifact(s) and rationale.	The artifact(s) and rationale together demonstrate a proficiency of the teacher candidate's ability to use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. The teacher candidate shows a thorough understanding and use of instructional strategies, including two or more relevant examples within the artifact(s) and rationale.	The artifact(s) and rationale together demonstrate limited knowledge of the teacher candidate's ability to use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. The teacher candidate shows understanding and use of instructional strategies, including at least one relevant example within the artifact(s) and rationale.
9: Professional Learning and Ethical Practice	The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	
Distinguished (3)	**Proficient (2)**	**Developing (1)**
The artifact(s) and rationale together demonstrate mastery of the teacher candidate's ability to engage in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (Learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. The teacher candidate shows a sophisticated and thorough understanding of and engagement in professional learning and ethical practice, including three or more relevant examples within the artifact(s) and rationale.	The artifact(s) demonstrate proficiency of the teacher candidate's ability to engage in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (Learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. The teacher candidate shows a thorough understanding of and engagement in professional learning and ethical practice, including two or more relevant examples within the artifact(s) and rationale.	The artifact(s) demonstrate limited knowledge of the teacher candidate's ability to engage in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (Learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. The teacher candidate shows an understanding of and engagement in professional learning and ethical practice, including at least one relevant example within the artifact(s) and rationale.

10: Leadership and Collaboration	The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	
Distinguished (3)	**Proficient (2)**	**Developing (1)**
The artifact(s) and rationale together demonstrate a mastery of the teacher candidate's ability to seek appropriate leadership roles and opportunities and to take responsibility for student learning, collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. The teacher candidate shows a sophisticated and thorough understanding of and engagement in leadership and collaboration, including three or more relevant examples within the artifact(s) and rationale.	The artifact(s) and rationale together demonstrate a proficiency of the teacher candidate's ability to seek appropriate leadership roles and opportunities and to take responsibility for student learning, collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. The teacher candidate shows a thorough understanding of and engagement in leadership and collaboration, including two or more relevant examples within the artifact(s) and rationale.	The artifact(s) and rationale together demonstrate limited knowledge of the teacher candidates' ability to seek appropriate leadership roles and opportunities and to take responsibility for student learning, collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. The teacher candidate shows an understanding of and engagement in leadership and collaboration, including at least one relevant example within the artifact(s) and rationale.
11: Service to the Community	The teacher candidate exhibits a commitment to serve the community.	
Distinguished (3)	**Proficient (2)**	**Developing (1)**
The artifact(s) and rationale together demonstrate the teacher candidate's commitment to participating in unpaid service activities to learn about and support individuals within one's community. A sophisticated and thorough understanding of the value of service to others is shown through the inclusion of three or more relevant examples from the teacher candidate's years as a college student.	The artifact(s) and rationale together demonstrate the teacher candidate's commitment to participating in unpaid service activities to learn about and support individuals within one's community. A thorough understanding of the value of service to others is shown through the inclusion of at least two relevant examples from the teacher candidate's years as a college student.	The artifact(s) and rationale together demonstrate the teacher candidate's commitment to participating in unpaid service activities to learn about and support individuals within one's community. Understanding of the value of service to others is shown through the inclusion of at least one relevant examples from the teacher candidate's years as a college student.

Oklahoma City
UNIVERSITY

PORTFOLIO PLAN OF IMPROVEMENT FORM

Candidate Name _____

Certification Area _____

Director of Teacher Education: Please complete the following.

Item on which Improvement is Required	Recommendation for improvement

Candidate: Please complete the following.

Item on which Improvement is Required	How I addressed the required improvement

<u>Follow-up Review</u>

Date: _____

This Plan of Improvement has been: _____Fully accomplished
_____Partially accomplished
_____Not accomplished

Reviewer Signature and Date: _____